

Wildground Junior School

Writing Curriculum (Progression)

To understand and write sentences for cohesion in a text							
Early Years Milestone		Milestone 1 Year 1 and 2		Milestone 2 Year 3 and 4		Milestone 3 Year 5 and 6	
<p><u>Nursery</u> Enjoy drawing freely.</p> <p>Write 2 letters of their name</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo</p>	<p><u>Year R</u> Learn, develop and use new vocabulary and use appropriately in conversation</p> <p>Articulate their own thoughts and ideas in well-formed sentences</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <p>Begin to write short sentences with words with known sound-letter correspondences using a capital</p>	<p>WHAT IS A SENTENCE?</p> <p>How words can combine to make sentences Joining words and joining clauses using and</p> <p>Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</p>	<p>WHAT IS A SENTENCE INTO INCREASINGLY ACCURACY AND CHOICE</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but)</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>	<p>INCREASINGLY ACCURACY AND CHOICE</p> <p>Choose nouns for clarity</p> <p>Expressing time and place and cause using conjunctions [for example, when, before, after, while, so, because, if although], INTRODUCE 'I SAW A WUB'</p> <p>INTRODUCE FANBOYS for remembering subordinating conjunctions</p> <p>adverbs [for example, then, next, soon, therefore], or prepositions [for example,</p>	<p>RANGE OF SENTENCE TYPES</p> <p>Introduce the full range of starting sentences ISPACED</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases</p> <p>USE 'I SAW A WUB' for causal conjunction and secure use</p> <p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p>	<p>RANGE OF SENTENCE TYPES Moving into CHOICES TO ENGAGE AND ENHANCE MEANING</p> <p>Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using adverbs [for example, perhaps, surely]</p> <p>Or modal verbs [for example, might, should, will, must]</p> <p>Use expanded noun phrases to convey</p>	<p>CHOICES TO ENGAGE AND ENHANCE MEANING</p> <p>Use of the passive to affect the presentation of information in a sentence</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing eg use of subjunctive forms</p> <p>Use expanded noun phrases to convey complicated</p>

	<p>letter and full stop.</p> <p>Write/make marks from left to right on a page</p>		<p>Introduce different ways of starting a sentence with SAC (Similes, Adverbs, Conjunctions)</p>	<p>before, after, during, in, because of]</p> <p>Extending the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Introduction to paragraphs as a way to group related material</p>	<p>Extending the range of sentences with more than one clause by using a wider range of conjunctions</p> <p>Identify and use determiners</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>	<p>complicated information concisely</p> <p>Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, he <i>had</i> seen her before]</p>	<p>information concisely</p> <p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p>
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To compose, plan and draft

Early Years Milestone		Milestone 1 Year 1 and 2		Milestone 2 Year 3 and 4		Milestone 3 Year 5 and 6	
	Write/make marks from left to right on a page	<p>Write sentences by:</p> <ul style="list-style-type: none"> • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives 	<p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> • writing narratives about personal experiences and those of others (real and fictional) • writing about real events • writing poetry • writing for different purposes <p>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about</p> <ul style="list-style-type: none"> • writing down ideas and/or key words, including new vocabulary • encapsulating what they want to say, sentence by sentence 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar • discussing and recording ideas <p>Draft and write by:</p> <ul style="list-style-type: none"> • composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) • organising paragraphs around a theme • in narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices [for example, headings and sub-headings] 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> • identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own • noting and developing initial ideas, drawing on reading and research where necessary • in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed <p>Draft and write by:</p> <ul style="list-style-type: none"> • selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning • in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action • précising longer passages • using a wide range of devices to build cohesion within and across paragraphs • using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] 		

To punctuate accurately

Early Years Milestone		Milestone 1 Year 1 and 2		Milestone 2 Year 3 and 4		Milestone 3 Year 5 and 6	
		<p>INTRODUCE PUNCTUATION</p> <p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun 'I'</p>	<p>INTRODUCE PUNCTUATION</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns</p>	<p>SECURE USE AND INTRODUCE SPEECH</p> <p>Introduction to inverted commas to punctuate direct speech</p>	<p>COMMAS, APOSTROPHES AND DIALOGUE</p> <p>Use of inverted commas and other punctuation to indicate direct speech</p> <p>Apostrophes to mark plural possession</p> <p>Use of commas after fronted adverbials</p>	<p>COMMAS AND DIALOGUE</p> <p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>	<p>FULL RANGE OF PUNCTUATION</p> <p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity</p>

To understand and use parts of speech

Early Years Milestone		Milestone 1 Year 1 and 2		Milestone 2 Year 3 and 4		Milestone 3 Year 5 and 6	
<p>Make marks on their picture to stand for their name.</p>	<p>Write some or all of their name.</p>	<p>General</p> <p>Identify pronouns and use capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>GENERAL</p> <p>Use expanded noun phrases to describe and specify [for example, the blue butterfly]</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>Use –ly to turn adjectives into adverbs –slow/ slowly</p> <p>Use the present and past tenses correctly and consistently including the progressive form</p>	<p>SPECIFIC</p> <p>Use adverbs and prepositions to express time, place and cause</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Use the present perfect form of verbs in contrast to the past tense</p> <p>Vocabulary choices move from generic to specific e.g. from 'dog' to 'terrier'</p> <p>Use further prefixes and suffixes and understand how to add them (see spelling)</p>	<p>FORMALITY</p> <p>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the strict maths teacher with curly hair</p> <p>Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Use the present perfect form of verbs in contrast to the past tense</p>	<p>CHOICES TO CHANGE AND ENHANCE MEANING</p> <p>Convert nouns or adjectives into verbs using '-ate', '-ise' or '-ify'</p> <p>Use expanded noun phrases to convey complicated information concisely</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>	<p>CHOICES TO CHANGE AND ENHANCE MEANING</p> <p>Understand and apply the difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing e.g. find out/ discover; find out/ request; go in/ enter</p> <p>Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p>

To engage in dialogue with the reader

Early Years Milestone		Milestone 1 Year 1 and 2		Milestone 2 Year 3 and 4		Milestone 3 Year 5 and 6	
<p>Add some marks to their drawings, which they give meaning to. For example: "That says mummy."</p> <p>Repeat words and phrases from stories</p> <p>Play based around making stories</p>	<p><u>Year R</u> Children can retell a story once they have developed familiarity in text i.e. repetition</p> <p>Children have a basic understanding of the key features of a story i.e. characters, setting, beginning middle and end</p> <p>Writing communicates meaning to the reader</p>	<p>Write simple sentences beginning with personal pronouns</p> <p>Write simple sentences starting with nouns/proper nouns</p> <p>Compose a sentence orally before writing it</p> <p>Use simple word choice that helps to convey information and ideas</p>	<p>Write questions beginning with who, where, when, which and how etc</p> <p>Write commands using imperative verbs</p> <p>Use capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Selection of content shows an awareness of purpose and emerging awareness of audience</p>	<p>In narrative, create setting, characters and plot</p> <p>Use some variation in sentence types (statement, command, question, exclamation)</p> <p>Use inverted commas to punctuation direct speech</p>	<p>Use inverted commas and other punctuation to indicate direct speech, eg a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"</p> <p>Viewpoint is consistently maintained, eg word choice indicates a child's viewpoint</p>	<p>Use of the appropriate register, including colloquial language within dialogue</p> <p>Use a wide range of clause structures, sometimes varying their position within the sentence</p>	<p>Assured and conscious control over levels of formality</p> <p>The difference between structures of informal speech (eg question tags) and structures appropriate for formal speech and writing</p> <p>In narrative, integrate dialogue to convey character and advance action</p>

To form and join letters (handwriting)

Early Years Milestone		• Milestone 1 Year 1 and 2		Milestone 2 Year 3 and 4	Milestone 3 Year 5 and 6
<p>Experiment with mark making Using a range of media</p> <p>Draw pictures representing an object/person</p> <p>Hold a pencil correctly</p>	<p>Write some letters accurately.</p> <p>Form lower-case and capital letters correctly</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Hold a pencil with the correct grip</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>Form lower-case letters in the correct direction, starting and finishing in the right place</p> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>form lower-case letters of the correct size relative to one another</p> <p>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>use spacing between words that reflects the size of the letters.</p>	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <p>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p>	<p>write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choosing the writing implement that is best suited for a task</p>

To edit

Early Years Milestone		Milestone 1 Year 1 and 2		Milestone 2 Year 3 and 4		Milestone 3 Year 5 and 6
	<p><u>Year R</u></p> <p>Read back their marks/letters to say what they represent.</p> <p>Re-read what they have written to check that it makes sense</p>	<p>CHECK FOR SENSE</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Read aloud their writing clearly to be heard by an adult or peer</p>	<p>CHECK FOR SENSE</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher and other pupils</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p> <p>proof-reading to check for errors in spelling, grammar and punctuation</p>	<p>PROOF READ</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>ASSESS EFFECTIVENESS</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing and suggesting improvements</p> <p>proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</p> <p>Proof-read for spelling and punctuation errors</p>	<p>ENHANCE EFFECTS AND CLARIFY MEANING</p> <p>Evaluate and edit by:</p> <p>assessing the effectiveness of their own and others' writing</p> <p>propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning</p> <p>ensuring the consistent and correct use of tense throughout a piece of writing</p> <p>ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register</p> <p>Proof-read for spelling and punctuation errors</p>

To spell words

Early Years Milestone	• Milestone 1 Year 1 and 2	Milestone 2 Year 3 and 4	Milestone 3 Year 5 and 6	
<p>Year R</p> <p>Match phoneme to grapheme and vice versa</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s</p>	<p>Spell:</p> <ul style="list-style-type: none"> • words containing each of the 40+ phonemes already taught • common exception words • the days of the week <p>Name the letters of the alphabet in order</p> <p>Use letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes:</p> <ul style="list-style-type: none"> • using the spelling rule for adding –s or –es as the 	<p>Spell by:</p> <ul style="list-style-type: none"> • segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly • learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones • learning to spell common exception words • learning to spell more words with contracted forms 	<p>Use further prefixes and suffixes and understand how to add them (English Appendix 1)</p> <p>Spell further homophones Homophones</p> <p>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</p> <p>spell words that are often misspelt (English Appendix 1)</p> <p>Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Pupils should learn to spell new words correctly and have plenty of practice in spelling them.</p> <p>As in years 1 and 2, pupils should continue to be supported in</p>	<p>Use further prefixes and suffixes and understand the guidance for adding them</p> <p>Spell some words with 'silent' letters [for example, knight, psalm, solemn]</p> <p>KNOW i before e except after c USUALLY when the digraph makes a long e sound. Exceptions are protein, caffeine, seize, either, neither.</p> <p>ough letter string produces 7 different phonemes (gh used to be a pronounced phoneme as the ch in loch)</p> <p>Continue to distinguish between homophones and other words which are often confused</p> <p>Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1</p> <p>Use dictionaries to check the spelling and meaning of words</p> <p>Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary</p> <p>Use a thesaurus</p>

		<p>plural marker for nouns and the third person singular marker for verbs</p> <ul style="list-style-type: none"> • using the prefix un- • using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest] <p>Apply simple spelling rules and guidance, as listed in English Appendix I</p> <p>Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</p>	<ul style="list-style-type: none"> • Learning the possessive apostrophe (singular) [for example, the girl's book] • distinguishing between homophones and near-homophones there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight <p>add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly</p>	<p>understanding and applying the concepts of word structure (see English Appendix 2).</p> <p>Pupils need sufficient knowledge of spelling in order to use dictionaries efficiently.</p> <p>Alternative graphemes for the /eɪ/ sound spelt ei, eigh, or ey (vein, weigh, eight, neighbor, they, obey)</p> <p>Prefixes:</p> <ul style="list-style-type: none"> • in/il/im/ir (inactive, illegal, impossible, irregular) • re (redo, return) • sub (subheading, submarine) • inter (interact, international) • super (superstar, supermarket) • anti (antisocial, antiseptic) • auto (autobiography, autograph) <p>Suffixes:</p> <ul style="list-style-type: none"> • ation to form nouns (information, preparation) • ly to form adverbs (sadly, happily, gently, frantically) • sure (measure, treasure, pleasure) • ture (creature, nature, picture) • ion (invention, action, expansion, discussion) <p>ian (musician, electrician, magician)</p>	<p>Prefixes:</p> <p>A hyphen can be used to separate the prefix and root word where the prefix ends and the root word begins in a vowel e.g. co-ordinate, re-enter, co-operate</p> <p>Suffixes:</p> <ul style="list-style-type: none"> • cious/tious for adjectives (spacious, gracious, ambitious, nutritious) • cial/tial for adjectives (partial, special, official) • ant for adjectives (observant, expectant, tolerant) • ence/ance for nouns (observance, expectance, tolerance) • able/ible for adjectives and ably/ibly for adverbs
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